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ABSTRACT

This guide discusses processes and procedures for identifying teaching competencies and attitudes or beliefs, training resources, and assessment techniques needed by teachers in desegregated school settings. Part One includes the introduction and procedures for using the guide. Competencies needed by teachers in desegregated school settings are examined in Part II. Attitudes or beliefs needed are explored in Part Three. Bases for evaluating and training in the competencies or attitudes are described.
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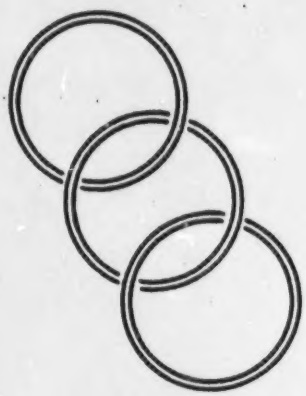

IDENTIFICATION OF COMPETENCIES ATTITUDES/BELIEFS NEEDED BY TEACHERS IN DESEGREGATED SCHOOL SETTINGS

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PART I

INTRODUCTION

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INTRODUCTION

New desegregated school settings are not without their special challenges to staff relationships, to communication between school and community, and to a teaching environment for teacher and learner alike.

In desegregated school settings, professionally helpful and reciprocal, interpersonal relationships among members of the teaching staff affects the learning climate. Since such schools are a departure from social patterns and traditions, "guided interaction" is necesssary in developing positive attitudes and beliefs.

Teachers need competencies and attitudes/beliefs which will make it possible for them to successfully teach in desegregated school settings. Since many teachers were totally unprepared to meet the challenge of teaching in desegregated school settings, some teacher education institutions are increasing accepting the responsibility for preparing teachers for such classrooms. In the quality of education that desegregated school settings offer, teachers are the most important element. The quality of their training, the extent of their experiences, and their attitudes toward students are all important .

Often,low-status black students attend desegregated school settings whose faculties do not provide appropriate leadership for desegregation. Such schools are characterized by negative teacher attitudes and by the absence of teaching strategies to improve race relations. Teacher attitudes toward race at both the elementary and secondary levels seems to be the crucial determinant of white students' attitudes.

Developing positive attitudes and beliefs among members of desegregated school settings may encourage the same among students of the schools which might in turn provide a model of leadership for the community at-large.

Some successful desegregated school settings have adopted and implemented specific practices and policies that are effective in improving race relations among students. Such practices and policies include teaching of minority group history and culture, open classroom

discussions on race, assignment of black and white students to work together and to play together in organized activities, and multiracial curriclum materials.

Desegregated school settings which have good race relations tend to have principals who are supportive of both black and white teachers. The principal's racial attitude has a direct effect on the attitude of the teacher. Desegregated school settings appear to be most successful when the principal demands unbiased behavior of the staff, regardless of whether or not they believe in it.

Some of the conditions necessary for producing positive attitudes and behavior change as a result of intergroup or interracial contact have been identified by social psychologists. Personal contact is much more important than information in generating change in attitudes and behavior but contact can have either positive or negative results depending on its nature and quality. Positive change is most likely to occur when contact is "equal status"; it is pleasant and rewarding; when working on common goals is more important than individual goals; and, when an "authority" and/or the social climate are in favor of and promote it.

This document provides a description of processes and procedures for identifying competencies and attitudes or beliefs, training resources, and assessment techniques needed by teachers in desegregated school settings.

PROCEDURES FOR USING THE GUIDE

Given the school district's decision to engage in activities designed to identify:

1.) teaching competencies,

2.) attitudes or beliefs,

3.) training resources, and

4.) assessment techniques

for teachers of desegregated school settings, participants will utilize the suggested procedures which relate to:

1.) identifying competencies needed by teachers,

2.) identifying attitudes or beliefs needed by teachers, and

3.) identifying training resources and evaluation techniques for the continuous growth of teachers.

Rational

In the matter of seeking to identify compentencies and attitudes or beliefs, the commitment is to the concept as espoused by Mercer and other educators.

Mercer (1971) states:

> School desegregation often aggravates perennial problems and adds new dimensions to old challenges for the teacher. More is needed than the mere acceptance of a desegregated classroom with goodwill and desire to meet the common and individual needs of all students. Moreover, the teacher will be forced to re-examine his own attitudes and values to his commitment to bring out

> the full potential to teach students as an individual and as a group member, re-evaluation and new force and direction may be needed. (p.2)

Mercer (1972) declared:

> In a desegregated school, a teacher's role is crucial. He hinders or helps the adjustment of each child to the new experiences of a desegregated class. Further, he helps the parents to form their opinions and shape their attitudes toward school desegregation and its resulting effect on the education of their children.....Further a teacher must examine his own attitudes toward members of other races so that he can build satisfactory relationships with them. Education for all American youth, irrespective of their cultural or racial background should be the teacher's commitment.

Mercer (1973) examined aspects of the teacher's role. He declared that:

> In the implementaion of the teacher's role in a desegregated school, the effective teacher:
>
> 1. exhibits an attitude in the classroom as friendly, warm, and outgoing with minority children as with white classmates.
> 2. calls on minority children in class as often and with questions of equivalent difficulty as he or she does white students.
> 3. refrains from all derogatory religious and racial jokes or negative observations to class.
> 4. displays a positive attitude toward desegregation.
> 5. keeps separate records of methods used and results for each student.
> 6. demands equal academic effort by minority children.
> 7. participates in in-service workshops or institutes held in the school district and in the individual school on human relations.

8. reviews his/her own attitudes toword minority children, even as to the tone of voice used in speaking to children.
9. feels like a partner in the process of desegregation.
10. disciplines both black and white students.
11. promptly stops the use of disrespectful or derogatory language about ethnic groups.
12. is consistent in expecting classroom order from black and white students.
13. knows the names of all students.
14. looks all students in the eye while speaking to them.
15. shows by example how to relate to minority students.
16. is willing to vary lesson plans in order to capitalize on ethnic considerations that arise in the classroom.
17. communicates through his or her manners an expectation that all students are capable of meaningful academic achievement.
18. sees minority children as differing among themselves and not as constituting a solid block.
19. regards race relations as an aspect of the total curriculum rather than as a singularly focused problem area.
20. searches for ways to overcome any reluctance of students to discuss racial questions. (pp. 74-75)

The identification process demands the adoption of a working definition. For our purpose, we accept the following:

> COMPETENCY: A complex behavior pattern which combines knowledge, skill, and feelings into organized action.

Utilization of the suggested procedures for each component requires designations within a classification system. Definitions are provided for diagnosis, prescription, implementaion, and evaluation. An examination of Bloom's taxonomy would extend the explanation of the suggested knowing, doing, and feeling aspects.

DIAGNOSIS: A process of studying the current state of affairs to secure the essential information to be used in determining the need for and direction of change.

PRESCRIPTION: A process of developing plans and guidelines for the total operational plan for the accomplishment of change but retaining desirable procedures.

IMPLEMENTATION: A process of full utilization of strategies and procedures for accomplishing goal achievement and objective accomplishment for change.

EVALUATION: A process of obtaining, analyzing, and interpreting data inputs, processes, and outputs to provide maximum feedback for recycling and developing alternatives.

PART II

COMPETENCIES NEEDED BY TEACHERS IN DESEGREGATED SCHOOL SETTINGS

COMPETENCY STATEMENT:

Teachers will identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those of other racial, ethnic and cultural groups.

DPIE PROCESS FOR THE DEVELOPMENT OF THIS BEHAVIOR:

DIAGNOSIS:

Reassess own goals and objectives of positive convictions related to the study of values and life styles.

PRESCRIPTION:

Design a plan to identify and demonstrate feelings for the dignity and worth of others.

IMPLEMENTATION:

Provide support for initiative in introducing new programs.

Arrange for in-service development.

EVALUATION:

Provide for periodic assessment of movement toward goal achievement: a feeling for the dignity and worth of others.

KNOWING LEVEL:

The teacher will demonstrate a knowledge of the value and uniqueness of each student through skill in providing for the differences that exist among students.

DOING LEVEL:

The teacher assumes the role and responsibility for projecting to students a feeling of dignity and worth regardless of racial, ethnic and cultural differences.

FEELING LEVEL:

The teacher works to establish a climate for acceptance of change.

COMPETENCY STATEMENT:

Teachers will demonstrate instructional and social skills which assist students in developing a positive self-concept.

DPIE PROCESS FOR THE DEVELOPMENT OF THIS BEHAVIOR:

DIAGNOSIS:

Identify needs of students involved.

PRESCRIPTION:

Develop innovative activities for viewing current events and controversial issues in light of human relations.

Develop in each student respect for himself/herself and his/her cultural heritage.

Acquire the skills of survival for a diverse society.

IMPLEMENTATION:

Adjusting and building pride in self.

Requiring and rewarding student self-adjustment.

Facilitating the understanding of the processes by which learning and growing continue beyond formal education situations.

EVALUATION:

Research the effects of prejudices, discrimination, and racism on self-concept for minority groups.

KNOWING LEVEL:

The teacher will understand the statutes, court decisions, moral and humane policies which develop and maintain the learning climate.

DOING LEVEL:

The teacher will implement policies and provide a planned program to assure students, and peer teachers' commitment and effort for recognizing the need for developing a positive self-concept.

FEELING LEVEL:

The teacher will set the tone for high levels of respect for the individual.

COMPETENCY STATEMENT:

Teachers will demonstrate instructional and social skills which assist students in interacting constructively with their peers regardless of racial, cultural and ethnic differences.

DPIE PROCESS FOR THE DEVELOPMENT OF THIS BEHAVIOR:

DIAGNOSIS:

Analyze those instructional and social skills which may or may not be an outgrowth of cultural differences which would include the student's cognitive style, learning skills, values, and preferred means of communication and participation.

PRESCRIPTION:

Facilitate the study of concepts which are applicable for understanding human behavior.

IMPLEMENTATION:

Provide opportunities to learn about and interact with a variety of ethnic groups and cultural experiences.

EVALUATION:

Institute a program of shared responsibility in the school, in which all ethnic groups can participate equally in the learning and practice of democratic procedures.

KNOWING LEVEL:

The teacher recognizes the right of different cultures to exist, as separate and distinct entitites.

DOING LEVEL:

The teacher will maximize the use of the multicultural setting as an idea of utilizing the positive contributions of all groups to accomplish common goals.

FEELING LEVEL:

The teacher uses communicative and interactional skills to improve the quality of life in a culturally pluralistic society.

COMPETENCY STATEMENT:

Teachers will select and use appropriate instruments of communication with individuals and groups.

DPIE PROCESS FOR THE DEVELOPMENT OF THIS BEHAVIOR:

DIAGNOSIS:

Identify and recognize instances of prejudice, bias, and discrimination whenever they occur.

Analyze circumstances to identify the barriers to communication between self and individuals or groups.

PRESCRIPTION:

Use personalized rewards which make relationships with students closer.

Use language as a way of exploring other cultures.

IMPLEMENTATION:

Provide the opportunity to develop skills leading to the acceptance of ethnic diversity by having direct experience in community development, group dynamics, and human relations.

EVALUATION:

Analyze some of the major issues in cultural and ethnic patterns of communication that impact learning.

KNOWING LEVEL:

The teacher articulates a knowledge of the indices that contribute to success/failure in patterns of students in our multicultural society.

DOING LEVEL:

The teacher will develop an awareness of and respect for the different ways in which students communicate.

FEELING LEVEL:

The teacher sets the tone and communicates by both verbal and non-verbal behaviors showing his/her value of the student as an individual who has worth.

COMPETENCY STATEMENT:

Teachers will utilize technological resources to promote the fulfillment of the many and varied needs of multi-ethnic learners.

DPIE PROCESS FOR THE DEVELOPMENT OF THIS BEHAVIOR:

DIAGNOSIS:

Analyze technological resources available for meeting the needs of multi-ethnic learners in the classroom.

PRESCRIPTION:

Design and use specialized technological resources to meet the individual needs of the students.

IMPLEMENTATION:

Provide programs and activities based upon needs and goals using existing resources and securing additional resources as they become available.

EVALUATION:

Compare and contrast evidences of programmatic change as a result of the utilization of technical resources.

KNOWING LEVEL:

The teacher expands his/her knowledge of cultural and racial similarities and differences through the use of technological resources.

DOING LEVEL:

The teacher recognizes the need for specialized technological resources for some students without assuming that

variations from the dominant norms are causes for special education placement.

FEELING LEVEL:

The teacher uses technological resources which promote appreciation and acceptance of racial and cultural diversity.

COMPETENCY STATMENT:

Teachers will identify, select and use a wide variety of instructional materials which are appropriate for the cultural groups involved, in terms of interest levels, complexity, maturity and experience.

DPIE PROCESS FOR THE DEVELOPMENT OF THIS BEHAVIOR:

DIAGNOSIS:

Examine existing programs and materials.

Determine additional needs appropriate for the cultural groups involved.

Examine textbooks and instructional materials for biases.

PRESCRIPTION:

Develop a resource support system for learning materials.

Develop guidelines for maximizing teacher use of materials.

Survey community resources available to supplement classroom instruction.

IMPLEMENTATION:

Use staff, students, and parents for cooperative selection of materials.

Modify existing program to fulfill assessed needs.

EVALUATION:

Set up system for reporting ways in which materials are used.

Solicit opinions regarding the value of available materials and equipment.

KNOWING LEVEL:

The teacher will promote the success of utilization of materials through his/her understanding of types, procurement, management, allocation, distribution, and evaluation.

DOING LEVEL:

The teacher will be involved with his/her peers in facilitating the extension of skills of those who have direct responsibility for the media services supporting instruction.

FEELING LEVEL:

The teacher will create a favorable climate for cooperative endeavors.

COMPETENCY STATEMENT:

Teachers will understand and treat multi-cultural children as the individuals they are, each with his own particular potential and rate of growth, and each with his own background, problems, habits, interests, and curiosities.

DPIE PROCESS FOR THE DEVELOPMENT OF THIS BEHAVIOR:

DIAGNOSIS:

Identify those characteristics of individual students that cause the students to behave differently from that which the school commonly anticipates.

PRESCRIPTION:

Manipulate certain in-school factors which form the basis for a positive situation in a desegregated school setting.

Utilize certain in-school factors which can help set the proper tone and provide a positive basis for understanding which would include equal representation in student activities, seeking the particpation of all parents in school activities and using racially integrated resource materials.

IMPLEMENTATION:

Personalize the curriculum by relating personal experiences and interests of students to the curriculum.

EVALUATION:

Assess performance in culturally diverse classrooms.

Analyze evidence of appreciation for the value and uniqueness of each student through demonstratable skill in providing for the differences that exist among students.

KNOWING LEVEL:

The teacher knows that ethnic identity can be enhanced through the creation of culturally pluralistic learning environments.

DOING LEVEL:

The teacher continues to appraise feelings and emotions through open discussion so that he/she continues growing in self-awareness and self - evaluation.

FEELING LEVEL:

The teacher shows the willingness and growing ability to provide with increasing skill, empathy and respect for the individual student by understanding and appreciating the cultural and environmental background of each student.

COMPETENCY STATEMENT:

Teachers should be knowledgeable of the past and contemporary history and contribution of minority groups to the American society and how the history may be utilized in the classroom.

DPIE PROCESS FOR THE DEVELOPMENT OF THIS BEHAVIOR:

DIAGNOSIS:

Analyze data regarding school achievement and work histories of minority students representing the minority groups.

PRESCRIPTION:

Direct involvement with members of minority groups to study values, life styles, and contributions of minority groups in American society.

IMPLEMENTATION:

Study the local history of the minority group.

Spend time as a participant in process observation of local minority customs.

EVALUATION:

An analysis of the forces of racism, prejudice, and discrimination in American society and the impact of these forces on the experience of the majority and minority groups in the classroom.

KNOWING LEVEL:

The teacher knows that knowledge of human relations can be translated into learning experiences for students.

DOING LEVEL:

The teacher will engage in structured experiences which provide opportunities for the examination of his/her own attitudes and feelings about the issues of racism, prejudice and discrimination.

FEELING LEVEL:

The teacher will exhibit an awareness of the need to use established criteria in the conceptualization and designing of multicultural teaching materials.

PART III

ATTITUDES OR BELIEFS NEEDED BY TEACHERS IN DESEGREGATED SCHOOL SETTINGS

COMPETENCY STATEMENT:

Teachers must intimately understand the culture and ethnic origin of their students.

DPIE PROCESS FOR THE DEVELOPMENT OF THIS BEHAVIOR:

DIAGNOSIS:

Assess present understanding and appreciation of the cultural heritage from which the minority student comes.

PRESCRIPTION:

Modify the curriculum so that it represents contributions of minorities to the development of America.

IMPLEMENTATION:

Provide in-service programs for the purpose of helping the teacher understand the cultural background and language differences of the minority student.

EVALUATION:

Analyze the curriculum and observe to determine if an understanding and appreciation of various cultural heritages is being reflected in everyday life situations.

KNOWING LEVEL:

The teacher acknowledges the need to understand the cultural and ethnic origin of the students.

DOING LEVEL:

The teacher shares her knowledge of the various problems of working with students of different ethnic origin with other teachers.

FEELING LEVEL:

The teacher manifests an awareness of and sensitivity to the needs and problems of cultural and ethnic groups of students in classroom and surroundings.

COMPETENCY STATEMENT:

Teachers must be as free of bias as possible and open to continuing self-examination.

DPIE PROCESS FOR THE DEVELOPMENT OF THIS BEHAVIOR:

DIAGNOSIS:

Analyze own attitudes and behaviors.

PRESCRIPTION:

Create an awareness of differential behavior patterns.

Become sensitized to the nature of own biases.

IMPLEMENTATION:

Communicate the need to grow and ability to accept oneself, to tolerate alternative points of view and to empathize with others.

EVALUATION:

Modify attitudes, values, and behaviors as new facts are discovered.

KNOWING LEVEL:

The teacher recognizes attitudes, values, and behaviors are shaped by many interacting forces and can be modified.

DOING LEVEL:

The teacher acts according to his/her own unique perceptions in regards to feelings and beliefs.

FEELING LEVEL:

The teacher gains the trust and respect of students as he/she applies interpersonal relations concepts.

COMPETENCY STATEMENT:

Teachers must honor and value racial, ethnic and cultural differences.

DPIE PROCESS FOR THE DEVELOPMENT OF THIS BEHAVIOR:

DIAGNOSIS:

Identify personal problems which interfere with the understanding of racial, ethnic, and cultural differences.

PRESCRIPTION:

Develop a resource bank of prominent minorities in public life and feature them in lessons.

Identify members of local community with various ethnic backgrounds who will share their experiences with students in the classroom.

IMPLEMENTATION:

Observe holidays and hold appropriate celebrations in the classroom which represent student's ethnic backgrounds.

Encourage the use of minority language, magazines, books, and newspapers in the classroom.

Provide for informal discussions.

EVALUATION:

Provide opportunities for students to devise their own activities or help design activities the teacher has decided to do which would be relevant from the student's own experiences.

Set up group fantasy situtations which would depict factual information about various racial, ethnic and cultural differences.

KNOWING LEVEL:

The teacher will recognize that students need facts about racial and ethnic groups other than their own and about how these groups interact with each other in various social settings in order to honor and value their differences.

DOING LEVEL:

The teacher will provide opportunity for students to develop skills in interacting creatively with people of ethnic backgrounds different from their own.

FEELING LEVEL:

The teacher will show a positive regard for empathy and genuineness for cultural differences.

COMPETENCY STATEMENT:

Teachers must feel that a multi-cultural orientation is beneficial to them personally.

DPIE PROCESS FOR THE DEVELOPMENT OF THIS BEHAVIOR:

DIAGNOSIS:

Assess ethnic differences in own environment.

Reassess feelings about the concept of cultural pluralism and the impact on teaching and learning in the classroom.

PRESCRIPTION:

Conceptualize culture in terms of the characteristics of any culture that tends to set groups apart from each other (such as myths, customs of diet and dress, communication, and the arts).

IMPLEMENATION:

Utilize knowledge of ethnic differences and likeness to strengthen skills for coping with own biases.

EVALUATION:

Use acquired information about generic cultural sensitivity as a facilitator for approaching individual differences.

Design and implement pre-service and in-service programs to improve staff ability for implementation of multi-cultural concepts.

KNOWING LEVEL:

The teacher's attitude towards others closely parallels his/her attitudes toward self, consequently, teachers who have little or no experience with people unlike themselves face an unknown when they face these people as students and parents.

DOING LEVEL:

The teacher will accept and value people who are different.

FEELING LEVEL:

The teacher believes that interaction with students can be strengthened by sensitivity to cultural differences.

COMPETENCY STATEMENT:

Teachers must understand that poor and racial or ethnic minorities can learn at the same level and rate as others when the proper environmental support is provided.

DPIE PROCESS FOR THE DEVELOPMENT OF THIS BEHAVIOR:

DIAGNOSIS:

Identify learning styles/modes of ethnic minorities.

PRESCRIPTION:

Design new and add to existing curricular which will incorporate a multiple perspective, focusing on similarities, acknowledging differences, positive contributions and fostering respect for the integrity and worth of diverse cultures.

IMPLEMENTATION:

Modify the classroom climate so as to make it more conducive to learning.

EVALUATION:

Accept students as they are and make learning to learn a cooperative enterprise.

KNOWING LEVEL:

The teacher knows from considerable evidence that all children learn best in a pleasant school environment.

DOING LEVEL:

The teacher will challenge the minds of his/her students to help sustain the desire to learn.

FEELING LEVEL:

The teacher believes sincerely that the student can learn and must communicate this faith to the student.

SUMMARY

SUMMARY

The purpose of this document is to provide a description of processes and procedures for identifying competencies and attitudes or beliefs, training resources, and assessment techniques needed by teachers in desegregated school settings. The organization consists of three parts. Part one includes the introduction and procedures for using the guide. Competencies needed by teachers in desegregated school settings are examined in part two. Attitudes or beliefs needed by teachers in desegregated school settings are explored in part three.

Each competency, attitude or belief is examined within the context of the following: diagnosis, prescription, implementation, evaluation, knowing, doing and feeling. Perhaps the spirit of the kind of climate that this document can help create is expressed by Mercer (1971) in a chapter titled "after desegregation comes integration." He states:

> Children are learning the Judeo-Christian and democratic values in the integrated classroom. Each child knows the principles of democracy, is developing the skills he needs to practice the democratic process, places high values on and accepts other individuals on the basis of personal worth without regard for differences of religion, race, social class, ethnic origin, or ability. She or he prepares for abundant, generous effective living in our democratic and multi-ethnic world; each child is finding his own identity and making peace with himself. The fulfillment of the American dream is the challenge to the teachers. (pp. 83-84)

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